REPORT RESUMES

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THE OREGON EDUCATIONAL TELEVISION PROJECT, 1959 TO 1963.
EDUCATIONAL TELEVISION PROJECT, FINAL REPORT.
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THE FOUR MAJOR EFFORTS OF THE OREGON EDUCATIONAL TELEVISION PROJECT WERE SUMMARIZED. THE REPORT (1) RECOUNTED THE HISTORY OF THE RESEARCH EFFORT, (2) SUMMARIZED THE SECONDARY SCHOLARLY PRODUCTS OF THE PROJECT, (3) ABSTRACTED RELATED PRELIMINARY REPORTS, AND (4) PROVIDED GENERALIZATIONS BASED ON DATA COLLECTED DURING THE COURSE OF THE STUDY ENCOMPASSING THE RESISTANCES TO EDUCATIONAL TELEVISION AS A CULTURAL INNOVATION. THE GENERALIZATIONS WERE--(1) THE FAMILY ITSELF MAY BE THE GREATEST BARRIER TO THE FULL USE OF EDUCATIONAL TELEVISION, (2) AUDIENCES TEND TO SEE TELEVISION AS A SOURCE OF ENTERTAINMENT AND NOT AS A CONVEYOR OF EDUCATION, (3) MOST PEOPLE FEEL THEY SHOULD PAY LIPSERVICE TO EDUCATIONAL TELEVISION BUT RELATIVELY FEW WILL WATCH IT, (4) THOSE WHO DO VIEW EDUCATIONAL TELEVISION SEEM INTERESTED IN ACQUIRING FACTS RATHER THAN IN DEVELOPING VALUES, (5) TELEVISION VIEWERS HOLD STEREOTYPED VIEWS OF WHAT EDUCATIONAL TELEVISION IS REALLY LIKE, AND (6) IN SPITE OF THE SIZE OF THE PROBLEM, IT IS POSSIBLE TO INCREASE THE EDUCATIONAL TELEVISION AUDIENCE. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (HB)

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the institute for community studies
studies in resistances to cultural innovations

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EDUCATIONAL TELEVISION PROJECT FINAL REPORT

the oregon educational television project—1959 to 1963
john r. shepherd • university of oregon • eugene, oregon

The Institute for Community Studies
Studies in Resistances to Cultural Innovations— —

start

EDUCATIONAL TELEVISION PROJECT

FINAL REPORT

The Oregon Educational Television
Project — 1959 to 1963 — —

John R. Shepherd
University of Oregon
Eugene, Oregon

Issued: December 23, 1963

Acknowledgments

Obviously, no Final Report of this Project would have been possible without the contributions of all who served as members of the staff. These individuals, and their work on the Project, are noted in text of the Report and so shall not be listed here.

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PART I

Introduction

Objectives of this Report: It is our purpose here to present a brief historical account of the Oregon Educational Television Project (which has been conducted during the past four years at the University of Oregon, Eugene, Oregon, under the aegis of The Institute for Community Studies), and to summarize the major findings of that Project. It is not our intent to attempt to introduce new data into this Final Report; rather, we shall devote these pages to four major efforts. First, we shall (as suggested above) recount the history of this research effort, providing the reader with the basic information needed in order to make the later summaries more meaningful. Secondly, we shall summarize what might be called the "secondary" scholarly products of the Project, such as published articles, book sections, unpublished theses and dissertations. Thirdly, since the major findings of the Project have been continuously reported over the years in the form of various "Preliminary Reports", we shall abstract each of these as separate sections. And finally, we shall attempt, in the last section, to summarize our observations and conclusions in the form of generalizations based on the data collected during the course of our study of the resistances to educational television as a cultural innovation.

A Word to the Reader: In a sense, with the possible exception of Part IV of this Report, the reader already familiar with our earlier reports will find nothing new in the present volume. However, those reading this as an introduction to our work are warned that the data included here have necessarily been highly selected and edited, and these individuals are urged to see the original sources before making extensive use of the materials contained herein. With this implied limitation in mind, and in spite of the seeming redundancy in repeating previously reported findings, it seemed both wise and necessary to conclude our work with the present publication, if for no other reason than to provide those of us who have worked on the Project with a sense of completeness and integration.

The People of the Project: Before dealing with the more formal parts of the Report, it seems appropriate to note all of those who served in connection with the Project. They were as follows:

Homer G. Barnett, Senior Consultant, 1959-1962.
(Professor of Anthropology)

Robert S. Cahill, Research Fellow, 1959-1962.
(Doctoral candidate in Political Science)

Harold F. Clendenen, Research Fellow, 1960-1961.
(Doctoral candidate in Anthropology)

Gary L. Gregor, Research Fellow, Summer, 1961.
(Undergraduate National Science Foundation Fellow)

Marshall N. Goldstein, Research Associate, 1959-1961; Director, 1961-1963.
(Instructor in Political Science)

Donald W. Knoepfler, Research Fellow, 1960-1961.
(Doctoral candidate in Speech)

Robert C. Leonard, Research Fellow, 1959-1960.
(Doctoral candidate in Sociology)

Walter T. Martin, Director, November 1959-1961.
(Professor of Sociology)

Martin Meissner, Research Fellow, 1959-1961.
(Doctoral candidate in Sociology)

F. Lynn Richmond, Research Fellow, 1961-1962.
(Doctoral candidate in Sociology)

Thomas M. Scheidel, Consultant, Summer, 1961.
(Assistant Professor of Speech, Cornell University)

John R. Shepherd, Consultant, 1959-1963.
(Associate Professor of Speech; Coordinator, KOAC-TV, Radio, University campus)

Lionel S. Wishneff, Director, July - November 1959.
(Assistant Professor of Sociology)

PART II

History of the Project

The Origins and Support for the Study: In January, 1959, a group of the University of Oregon faculty submitted to the U. S. Office of Education a proposal for a broad investigation into the nature and sources of resistance to the use of television for educational purposes. The proposal expressed the general problem in these words:

> The inclusion of Title VII as a separate section of the National Defense Education Act to deal with "research and experimentation in more effective utilization of television, radio, motion pictures, and related media for educational purposes" recognizes the fact that these media have never fully realized their potential as educational tools. One of the problems, then is to determine why there has never been wholehearted acceptance by educators of such devices, or more demands by students for their general use, or much more basic support or interest shown by the general public in utilizing them to extend educational horizons.
>
> Many students have pointed out the virtues of audio-visual aids in teaching. Some studies show how motion pictures, radio, or television can be used to heighten interest and to further knowledge about a subject. Considerable evidence has been built up in favor of the use of these media for educational purposes. It has been disconcerting, therefore, that more use has not been made of them as an aid to teaching.
>
> Most studies have dealt with the positive aspects of acceptance and use of audio-visual media. Comparatively little attention has been given to the negative aspects of indifference, resistance, and rejection. It is our contention that a study of resistance to the use of these media for educational purposes is basic to the problem of acceptance and more effective utilization.
>
> The proposed investigation rests on the basic hypothesis that it is possible to englarge an existing educational television audience by elimination of the factors which generate resistance to this medium of instruction. The purpose of this inquiry is: to discover what these factors are; to ascertain their relative importance; and to experiment with their elimination.[1]

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[1] Starlin, D. G., Application to the Commissioner of Education, U. S. Office of Education, Department of Health, Education, and Welfare, for a grant to support a research project under provisions of Title VII of the National Defense Act of 1958. (Dittoed, January 26, 1960)

This application was accepted and supported under Title VII of the National Defense Education Act of 1958, and on July 1, 1959 a three-year research program was begun under the auspices of the Institute of Community Studies of the University of Oregon.

In February of 1962, a request was made of the Office of Education to extend the study for one year beyond the cut-off date in order to allow processing and analysis of additional data collected during the prior years. This request was granted, and funding was continued until the termination date of July, 1963.

KOAC-TV as the Originating Source of Programs: By definition, the concern and interest of the Project studies was to be with the use of programs from educational, rather than commercial television stations. The only such station available to the subjects surveyed was Station KOAC-TV. For this reason, a note regarding this station and its characteristics is included here.

The station is located at Corvallis, Oregon where it operates on channel 7. The transmitter, located five miles north of Corvallis on Vineyard Hill, is an RCA-TT-RA, which operates on 30 kilowatts video and 16.0 kilowatts audio. The antenna height is 1210 feet above the average terrain. Preliminary studies completed by the research team indicate that the prime viewing area of the station is to be found within an approximate radius of some 25 miles. Beyond that the quality of reception appears to vary from "weak" to "non-existent".

At the time the study started production studios were maintained at two locations: one at Oregon State College in Corvallis and the other about 40 miles away at the University of Oregon in Eugene. During the course of the Project, another station, KOAP-TV, Portland, was added to the educational television facilities of the State. This station (which began programming in February of 1961) is not receivable in the test area; it had relatively little effect on the programming of KOAC-TV during the first year of operation. In addition, film recording studios are available at the state capital (Salem) and at Oregon College of Education at Monmouth. Each of the production studios is equipped with two RCA image orthicon cameras, slide and film chains, plus all necessary related lighting, scenic, and audio equipment needed to carry out standard studio productions. The Corvallis and Portland studios are equipped with video-tape recorders available to the Eugene studios for recording purposes. Kinescoping facilities for the system are housed in the Corvallis studios. A microwave relay links each studio to the transmitter from which the signals are broadcast in the conventional manner.

Station KOAC-TV had been offering a broadcast schedule for two years and five months at the time of the survey. During the time interviewing for the study was in progress the station went on the air at 9:00 A.M., Monday through Friday. On Monday, Wednesday and Friday mornings, programming consisted of three hours of classroom lecture television presentations. These were part of an Inter-Institutional Teaching by Television Project, and consisted of televised lectures of standard college courses taught in the Oregon system. On Tuesday and Thursday mornings, the station followed the same general pattern, excepting that only one of the courses offered was designed especially for college classroom use. During these hours the public schools of the cities receiving the signal made use of time on the station for regular in-class presentations. The balance of the time remaining on

Tuesday and Thursday mornings was used for programs of general viewer interest. In general, the morning broadcasting time of the station was primarily devoted to the presentation of classroom type programs.

The station signed off at noon to return to the air at 5:00 P.M. and continued until 9:00 P.M. Programs broadcast at this time were of greater variety than those offered in the morning hours. The lecture-type "classroom" approach programs were limited to two designed for extension students studying at home. Table I represents the major division of the programming structure of the station, derived from one week of the schedule offered during the time the field survey was under way.

A reference to Tables 4 and 5 of the National Educational and Radio Center's compilation of "The Content of Educational Television"[1] indicates that KOAC-TV emphasized teaching and talks more than the average for University-owned educational stations and can therefore be expected to have somewhat less general appeal than most educational television stations.

Table I
KOAC-TV Programming for the Week of February 29 - March 4, 1960

Per cent of Program Time for:		Per cent of Program Time for:	
Discussion	9%	Entertainment	6%
Talks	24	Religion	0
Documentary	4	Agriculture	1
Drama	3	News	2
Lecture-demonstration	54	Children's	6
Music	6	Sports	1
		Teaching and other Information	84
			100%

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[1] Schramm, Wilbur (ed.) The Impact of Educational Television, University of Illinois Press, Urbana, Illinois, 1960.

The Site of the Study: All of the audience studies summarized in this Report were conducted in Eugene, Oregon. Earlier this locale had been rejected for two major reasons. First, due to the presence of the University there it was feared that the population had been over-interviewed; second, that KOAC-TV viewing was only possible, in most instances, through the use of a relatively costly co-axial cable connection, thus resulting in sample bias.

Even though it was clear that a sample of persons prosperous or addicted enough to pay a regular monthly fee for the sake of better reception and more varied programs could hardly be expected to be representative of all television viewers in the community, there were other factors whose positive implications were of overriding importance. In all other communities considered it was apparent from the outset that a major reason why people did not watch the ETV channel was that they either did not receive these programs at all or the reception was inferior to that of other available channels. For a study which was designed to pinpoint the personal and social characteristics associated with ETV attitudes and utilization, this variation in reception was a major disruptive factor.

The presence in Eugene of the television cable offered a splendid research situation in which the reception variable is relatively standard for all cable subscribers. Each household connected to the cable received the commercial station located in Eugene, the ETV channel in Corvallis, and three commercial stations in Portland. To a degree not otherwise possible all of these families had immediate access to five channels, including an educational channel, and had unusually uniform reception. In this situation those persons who reported that they did not view ETV programs could not explain this behavior in terms of reception characteristics. Among cable subscribers ETV viewing behavior would have to be explained by the social and psychological factors toward which the study was oriented. This factor more than any other led to the choice of Eugene as the study community.

The fact that a sample of cable subscribers would not be representative of all television viewers placed certain limitations on the study. These problems are discussed in the following sections.

The Sample Selection: The television cable proved an advantage in that sampling from its list of cable subscribers was a simple and manageable operation. The cable company in Eugene was most cooperative and readily gave us a printed duplicate of the current billing list. It was only necessary to number the cards, decide on a sampling rate, pick a starting number from a table of random numbers, and proceed down the list from the starting number removing every n^{th} card.[1] In this way, the required 1,500 cable users were selected and the interviewing could begin.

The actual field work in the original survey was done by a reputable research organization under contract to the University. This contract called for the project staff to list 1,500 names and addresses of which the research organization guaranteed at least 1000 completed interviews with approximately half of the respondents to be men. Naming the University as sponsor, all of the interviewing was completed in the period from February 23 to March 8, 1960 with a total of 1024 edited and verified interviews turned over to the project.

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[1] It was necessary in those cases where a commercial or public institution was originally drawn to replace them with private households drawn with reference to the table of random numbers.

One year later, in March of 1961, in connection with our later studies noted in Part IV of this Report, we reinterviewed some of the original subjects. In addition, we undertook new interviews with still other cable users not previously contacted in the first wave.

A breakdown of the initial list of the original "first wave" subjects can be found in Table II, below.

Table II

Interview Responses: Initial, Follow-up and Not Completed

	Number	Percent		
Interviewed on first call	638	43%		
Interviewed on second call	279	19%		
Interviewed on third call	94	6%		
Interviewed on fourth or fifth call	7	-		
Interviewed, but no information as to number of calls	6	-		
Total number of completed interviews			1,024	68%
Refusals	209	14%		
Not at home	130	9%		
Other non-interview*	141	9%		
Total number not interviewed	480	32%		
Total number listed			1,504	100%

- Less than one percent

* Such as incorrect address, no longer on cable, etc.

At first glance, the relatively high number of non-interviewed subscribers would seem to be a cause for concern, especially if it is thought that the person less interested in television generally or educational television in particular would be the most likely to refuse an interviewer. Thus, our sample would not even be representative of cable subscribers, let alone general television viewers in the Eugene area.

In order to check on this possible source of bias, we interviewed a group of 55 subjects drawn from the 480 people we were unable to contact in the first wave. We found no essential difference in television use reported by our follow-up interviewees when compared with those in the original survey. Similarly, we checked (through comparison with data collected in another University of Oregon study) to see if the television cable users were different from the general population of the area, and found such differences did exist. That is, cable users tend to be of higher income levels, more of them have some college education, they are somewhat more likely to be in white-collar occupations, and may be slightly older.

It is not possible to explain away the atypicality of the cable subscribing television viewers: they are different than the general population, at least in Eugene, Oregon. We want to make the reader fully aware of the fact that in the paragraphs to follow we are not talking about the average televiewer in the average city, but about a specific type. This does not mean, however, that the relationships which we are reporting hold true only for this very limited group of people. We would argue that our findings have general value in explaining and understanding television behavior. That is, in similar studies carried out with different populations, the magnitude of the relationship or the absolute proportion of the sample doing one thing or another would probably vary, but the fact that a relationship existed would still hold true.

Identification of Fans and Resisters: In view of the objectives of our Project, it was clear that one of our first tasks was to attempt to identify those who were educational television "Resisters". It was apparent that we could, at the same time, also identify those whom we could call "Fans", and still others as "Potential Fans".

In order to pick out the individuals described above, we included in the schedule four measures relative to KOAC-TV viewing and/or evaluation. We first asked each respondent to tell us if he watched KOAC-TV "regularly, occasionally, or almost never". He was also asked to identify what particular programs he watched on that station the week prior to the interview. This was done by means of an aided-recall device called a "program guide". Each correct identification was tabulated in one-half hour viewing units. Next, each person was asked to react to a battery of semantic differentials concerned with the concepts relating to station KOAC-TV. Analysis of the responses to these measures made it possible to distribute the subjects as is noted in Table III below.

Table III
KOAC-TV Typology

Type	Total	
	%	N
Fans	11%	111
Potential Fans	24%	250
Resisters	59%	609
TOTAL	94%	970

(Note: This table does not add to 100% since 5% (54) respondents did not answer one or more of the four measures, and were therefore excluded.)

Those people who utilized KOAC-TV during the past week (regardless of evaluation on the semantic differentials) were included as Fans. Those who did not view KOAC-TV during the week prior to the interview, but who were favorable toward the station, we have listed as Potential Fans. Those who did not view KOAC-TV during the week, and who were not positive in their attitude toward KOAC-TV are the Resisters. That is, the Fans watched KOAC-TV, the Potential Fans were likely to watch at one time or another, and the Resisters not likely to watch at any time.

PART III

The Secondary Products of the Project

Any project, of the extent and duration of the one under consideration here, inevitably produces material *outside* of the major report(s) itself. It is with these "secondary" products we are concerned in Part Three.

Lest we be misunderstood by both the reader and our colleagues of the Project, by no means do we suggest that these publications are of lesser stature than others originating from our work! To the contrary, these entries represent special and particular interests of the scholars who have been associated with the Project, and are (for the most part) the results of additional analysis of data contained in the various "formal" reports. In this sense, then, they represent *refinements* of the data collected in the course of the larger study. We have included these brief summaries with the idea that the reader will be served by having assembled for him in one place all of the material we know to have been originated by our project during the past four years. We do not, of course, claim this to be the only work in progress on the question of resistance to educational television, but this *Report* represents a completed dossier of our contributions to some understanding of the problem.

Barnett, H. G., "The Acceptance and Rejection of Change," in *Explorations in Social Change*, edited by George Zollschan and Walter Hirsch, Houghton Mifflin Co., 1963.*

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*This volume was originally scheduled for publication in August, 1963. Just prior to the completion of this *Final Report*, Mr. Barnett wrote to explain he had been informed there would be a delay in publication. The information reported is derived from Barnett's letter and conversations with him.

In this article, Mr. Barnett makes use of data collected by means of "the open-ended, extended interview" from a group of one hundred plus subjects in order to get at the "conceptualization of acceptance and rejection" indicated by the respondents. In this effort, Mr. Barnett states that he "assumed that education by means of television was something new to our respondents and we sought their reaction to it as such."

The analysis of the data included the reasons respondents gave for their positive or negative reactions to the medium and its content. According to Mr. Barnett, the article takes the various reasons at their face value, without regard to whether they were the "real" ones for the expressed attitude or not. These were construed to be the way in which the respondent conceptually structured their encounters with ETV, as a function of their past experience.

In summary, it should be noted that the approach taken here is an extension of the "structuralization" idea adopted by Mr. Barnett in his earlier book Innovation. The Basis of Cultural Change, McGraw-Hill Co., N. Y., 1953.

Clendenen, H. F.: "Novelty Selection and Some Television Phenomena", Unpublished Ph.D. Dissertation, the University of Oregon, June, 1962.

This study was an analysis of the acceptance and rejection of a set of selected novelties by individuals. The novelties selected for study were owning a television set, subscribing to the television cable service, watching classroom-type programs on television, taking college courses for credit on television, and watching some specific programs on television as defined by the informants.

The data were gathered by means of open-ended interviews, conducted with one hundred and fifty respondents. The study made the assumption that the informants were aware or conscious of some of the factors which influenced their selection behaviors and that the respondents could tell the investigator what these influences were. It was further assumed that the informants were truthful in reporting events as they perceived them.

It was found that four broad categories of perceptions were indicated as bearing on the decision to reject the novelties studied. These were: "the meaning of the novelty; the image of the self; the perceived correlates of acceptance; the perceived alternatives to acceptance."

The study concludes that the four categories of perceptions noted above do form the conscious psychological determinants for selection of the particular novelties studied.

Cahill, R. S.: "Television in Family Politics: A Study of the Family as a Political System", Unpublished Ph.D. Dissertation, the University of Oregon, June, 1962.

This was a study of the processes by which families decide what television programs to watch when they are confronted with a number of alternative viewing possibilities, only one of which can be adopted at any one time. The broad theoretical problem with which the study was concerned was the problem of discovering how family political processes operate to bring about the selection of diverse television viewing policies.

The study utilized techniques of multivariate analysis by means of which several hypotheses bearing on one or another aspect of the famility political process were tested. Because of the attention paid to educational television in the project's original survey (from which the data for the study were drawn) the particular policy variable of concern was the degree to which various kinds of family political processes are likely to favor the adoption of a policy of watching the broadcasts of the state owned educational channel.

The study found that people who were most apt to prefer to watch the educational channel are those who valued education in television, expected the educational channel to serve them especially well in this respect, and were comparatively attentive to the possibility of watching the channel when arriving at decisions about what they wanted to watch. Among people who were likely to form preferences favoring the educational chennel, the more a person desired to achieve "power" and the less he desired to maintain "affection" in his family relationship, the more likely he was to make demands for adoption of the educational chennel as family viewing policy, especially if he could not expect to get much support among family members for his own point of view. Finally, it was found that when the demands of an individual to watch the educational channel became involved in overt conflicts with other demands, these demands were less likely to be manifested as family policy when the process resolving the conflict was democratic than when it was oligarchic.

Gregor, G. L.: "A Comparison of Two Techniques of Measuring Television Viewing", in Appendix A, Educational Television Project, Preliminary Report #4: "Problems in the Measurement of Educational Television Consumption", Meissner, the University of Oregon, November 1, 1961*

The American Research Bureau (ARB) conducted a market survey of television viewing in the Eugene area during the month of March, 1961. At the same time, the Education Television Project was also out in the field administering a second wave of questionnaires which also included a measure of television viewing. This coincidence seems to provide an opportunity to make an interesting comparison of two methods frequently used in estimating audiences for television.

The information in the ARB report is secured through the use of family viewing diaries, these reflecting all viewing by all members of the family at the time the viewing was done. The information for this Project study was obtained in a face to face interview employing the process of aided recall. These subjects were asked to recall, with the aid of a printed "Program Guide", all of the programs viewed the past week. Unlike the ARB data, the interview information reported only the viewing of the person contacted. The ARB respondents were required to report by quarter-hour periods, whereas those of the Project were asked to report viewing in one-half hour periods.

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* We have included the Appendix to one of our regular Preliminary Reports in this section because of the possibility that including the findings of this special study in the discussion of the Preliminary Report proper, would be confusing to the reader.

The 323 homes in the ARB sample were selected through the use of probability sampling; the ETV sample was one of the control groups used in connection with one of the larger studies of the Project. The 34 subjects utilized had not been interviewed in the first wave, nor had they been exposed to the experimental variables used in connection with other Project studies.

The index used in this study was the Average Sets-In-Use (SIU) data. This is a simple average of the total number of sets on during a particular time period and over a particular combination of days.

The comparisons given in Table IV are according to day or days included and the time interval covered. Differences are also given by subtracting the ARB results from the ETV results.

Table IV

Average Sets-In-Use

	DAY(S)								
	Monday-Friday			Saturday			Sunday		
Time Interval	ETV	ARB	D*	ETV	ARB	D*	ETV	ARB	D*
9AM-12 noon	12.9	12.7	+ 0.2						
Noon-3PM	19.4	20.1	- 0.7						
3PM-6PM	12.6	27.8	-15.2						
6PM-10PM	48.2	59.7	-11.5	46.5	59.6	-13.1	57.6	60.8	-3.2
10PM-Midnight	30.3	28.9	+ 1.4	29.4	34.5	- 5.1	40.6	31.0	+9.6

D= ETV-ARB

One would expect these differences to be consistantly in the negative direction. This is, one would expect the ETV report to consistantly under-report the results given by the ARB report for these reasons: (1) Aided recall, as it was employed in the Project study, may be a less efficient means of measurement than is the diary method, because the respondents were required in some cases to remember behavior which took place as much as a week previous to the interview, whereas the diary entries were made at the time of decision; (2) the interviews were quite long, and in order to curtail their length it is possible that some respondents may have (a) been careless about his recall due to a lack of motivation, and/or (b) consciously checked fewer programs than actually viewed; (3) a large percentage of the programs on television are of the violent type, and the respondent may have some qualms about telling educators that he or she watches as much violent subject-matter as he actually does. This may be balanced, of course, by the possibility that some people may become unmotivated at times to report every program they watch every fifteen minutes, as is necessary in the ARB diary method.

On the other hand, there was a good reason to expect a higher Sets-In-Use score among the ETV sample. Since the ETV report is based on cable subscribers only, and ARB reports on both cable and non-cable people, the ETV people have available for their viewing a greater variety of programs and may therefore watch more.

In general, it would seem that the implied hypothesis was supported by the data, particularly for the Monday through Friday periods. An interesting thing occurred for the 3:00 to 6:00 P.M. period and again in the 6:00 to 10:00 P.M. time. In both of these cases, there was a gross under-rating by the ETV study in comparison with ARB.

The first instance may be due to the fact that many of the programs for children are broadcast in the 3:00 to 6:00 period, and hence an ETV audience of presumed "adults" would not, therefore, report viewing at this time. To check on this, use was made of the ARB data which gives number estimates of men, women, and children viewing particular programs. For purposes of this study, men and women were grouped into a single category, and the percentage of children viewing was then computed. These results are given in Table V, below.

Table V

Percentage of Viewers Who are Children

Time Periods	Percentages	N's
9AM - 12 Noon	26.6%	1,164
12 noon - 3PM	28.6	1,901
3PM - 6PM	55.4	3,229
6PM - 10PM	26.4	11,612
10PM - 12 Midnight	9.8	2,123

Table V indicates, although not conclusively, that since children do form the largest part of the 3:00 to 6:00 audience, one would logically expect to find the ETV ratings (since these programs are assumed to be, for the most part, designed for adults) lower at this time.

The second discrepancy noted earlier was in the 6:00 to 10:00 P.M. period. One possible explanation for this difference may be in the fact that during these hours the content of programs might be typified in general as "violent", and hence the respondent might hesitate to tell a university identified interviewer he watched as much as he really did.

In order to get at this idea, the study compared the ratings for the five programs of this category which were broadcast in the given test week. It was found that of the five, four of them did have higher ARB than ETV study ratings, suggesting the hypothesis is tenable.

On the basis of this analysis, it seems safe to conclude that a program guide based on memory as much as a week old is as accurate as a diary kept at the time a program is viewed. There is also little question that the educational sponsorship of the ETV study did have an effect in reducing the reported number of violence oriented programs.

Mertz, R. J.: "A Study of the Effect of Exposure to Newspaper Information Concerning Educational Television on Attitudes and Viewing Behavior", Unpublished M.A. Thesis, the University of Oregon, June, 1962.*

The purpose of this study was to determine the relationship between repeated exposure to newspaper information concerning educational television and changes in attitude toward educational television, and secondly, the relationship between repeated exposure to newspaper information concerning educational television and changes in viewing behavior with regard to educational television.

The experimental variable utilized in the study consisted of two forms of newspaper materials. These were: (1) brief descriptions of particular programs available over KOAC-TV which appeared two or more times weekly in the local newspaper during the experimental period, and (2) a daily listing of the station's program schedule during the experimental period.

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* An expanded treatment of this study was the basis for Preliminary Report number 6, a summary of which is to be found in Part IV of this Final Report.

A total of 329 subjects were interviewed in March, 1960 and again a year later in April, 1961. To avoid contamination by other studies being done by the Project at that time, the sample was reduced to eighty-one subjects for the final analysis. These eighty-one individuals constituted a "pure" group in that they were known not to have been previously exposed to the experimental variable of other Project studies.

The study found that (1) repeated exposure to newspaper information concerning educational television does not by itself effect statistically significant changes in attitudes toward educational television, and (2) repeated exposure to newspaper information concerning educational television does not produce changes in viewing behavior with regard to educational television. No apparent relationship was found between varying levels of exposure to newspaper information and changes in educational television usage.

Shepherd, J. R. and Scheidel, T. M.: "Differences in Demand and Use of TV Programming Variety", Journal of Broadcasting, Vol. VI, #2, Spring '62.

A criticism heard frequently is that television programming lacks variety. This comment might have either of two bases: first, that the viewer is unable to get enough of the type of program he prefers, or secondly, that he does not have enough different program types from which to choose. Critics have generally assumed that it is the latter condition that prompts this comment.

Broadcasters have argued that a variety of programs does exist, but that users may not be taking full advantage of that variety. As the result of some of the Oregon Educational Television Project surveys, some empirical evidence was available which could provide information on this question. It was the purpose of this publication to present those findings.

As part of the data collected in the original Project interviews, each respondent was asked to complete a recall-type viewing diary for the week proceeding. This included every program broadcast by all of the stations received by the respondents. One item on the schedule asked the individual to indicate which of seven possibilities was the factor he most disliked about television. Ninety-four persons marked "the lack of program variety". These individuals became the subjects for this study.

Working from the point of view of the television broadcaster, it was reasoned that if an individual listed lack of program variety as his major criticism of the medium, it would be reasonable to hypothesize that his viewing might differ from those of the larger sample who did not find this factor to be a serious criticism of television. It might be expected that the viewing behavior of such an individual would demonstrate a seeking for greater variety. In order to test this hypothesis, it was first necessary to determine whether or not television stations did offer a considerable degree of variety in their daily offerings. These two questions, then, became the major emphasis in the analysis. Did the four commercial television stations, available to the subjects, offer a variety of programming during the period of study, and if variety did exist, what use was made of this variety by the individual who said he thought programming lacked variety?

In order to get at the first question, the programs as reported in newspapers and TV Guide were separated into 14 categories, as follows:

1. Information-News
2. Information-Discussion
3. Educational
4. Information-Informal
5. Religious
6. Children's
7. Artistic entertainment
8. Variety, Popular, Music, and Non-story Comedy
9. Drama-Adventure
10. Drama-Comedy
11. Drama-Miscellaneous
12. Quizes
13. Sports
14. Movies

With the program categories established, it was possible to make a simple content analysis of the program offerings of the stations for the period under examination. The results of this analysis can be seen in Table VI, below:

Table VI
Weekly Time Devoted by Four Stations to
Each Program Category

Program Type	Hours	Proportion of Total
Information-News	14	.03
Information-Discussion	14	.03
Educational Programs	33	.07
Information-Informal	23	.05
Religious Programs	5	.01
Children's Shows	33	.07
Artistic Entertainment	19	.04
Variety, Popular, Music	61	.13
Drama-Adventure	66	.14
Drama-Comedy	42	.09
Drama-Miscellaneous	42	.09
Quiz Shows	38	.08
Sports	28	.06
Movies	47	.10
Totals	465	.99

On the strength of the materials presented in Table VI, it would seem difficult to argue that there was little variety in the types of program offered. While it could be said that there should be "more" or "less" of a certain type, it is clear that the opportunity to view a variety of each of the 14 program categories actually was present. While the time of the broadcast may well be a limiting factor, the evidence indicated that a wide variety of material was available.

The question then became: did the respondents who expressed dissatisfaction with the variety of programs make use of what was available to them? The comparisons in Table VII provide the answer to this question.

Table VII
Average Weekly Time Devoted by Sample
And Other Subjects to Each Program Category

	Sample (N=94)		Other Subjects (N=929)	
Program Type	Hours	Proportion of Total	Hours	Proportion of Total
Information-News	2-1/4	.09	1-1/4	.05
Information-Discussion		.00	1/4	.01
Educational Programs		.00	1/4	.01
Information-Informal	1/2	.02	1/2	.02
Religious Programs		.00		.00
Children's Shows	1/2	.02	3/4	.03
Artistic Entertainment	1	.04	3/4	.03
Variety, Popular, Music	3-1/4	.13	3	.13
Drama-Adventure	7-1/2	.30	8	.33
Drama-Comedy	1	.04	1-1/2	.06
Drama-Miscellaneous	1-1/2	.06	2	.08
Quiz Shows	1-3/4	.07	2-1/4	.09
Sports	4-3/4	.19	3	.13
Movies	1	.04	1	.04
Totals	25	1.00	24-1/2	1.00

One might optimistically expect the viewer who sought "maximum" variety to distribute his viewing time with 7.2% in each of the 14 program categories. It can be seen that the sample subjects, as well as the other respondents vary considerably from this expectation. When one compares the former with the latter, either in actual time or in proportion of time devoted to the program grouping, no marked differences can be observed. There seemed to be little evidence that the viewers who expressed interest in "greater variety" were in fact seeking this in the programs they selected for viewing.

Wile, D. W.: "The Television Program Originator: A Descriptive Analysis of the Characteristics of Producer-Directors Employed by Representative Commercial Television Stations in the United States", Unpublished M.S. Thesis, the University of Oregon, August, 1963.

The major interest in this study centered around the following question: Who are the program originators employed in commercial television stations throughout the country?

While it appeared that a number of individuals contribute, in one way or another, to the form of the television product, the people employed as program producer-directors seemed to warrant particular attention. These people—defined as program originators—perform the vital task of implementing the programming decisions handed down by management, and of bringing into reality the programs presented to the public. Thus, the problem undertaken in this study was that of describing the characteristics of commercial television station producer-directors as revealed through five general areas of psychological and demographic inquiry:

1. How do these people view their responsibilities, training, experience, and personal backgrounds?

2. What factors facilitate or inhibit the implementation of ideas and decisions by the commercial television program originators?

3. What are their attitudes toward themselves, their jobs, their co-workers, the audience, and the television medium?

4. What use is made of audience and research information available to these individuals?

5. How do the producer-directors evaluate the composition of the television audience?

The methodology of the study involved two steps. First, 168 commercial television stations were randomly selected from a defined population of 503 stations in the United States. A letter was sent to the managers of these sample stations requesting the names of the producer-directors in their employment. One hundred twenty replies, containing 593 names, were received. The "named" program originators were asked to complete a modified 100-item questionnaire. This instrument had been developed originally as part of a study of ETV program originators done under the auspices of the Oregon Educational Television Project in 1962. The 331 respondents to this request supplied a considerable amount of information about themselves, including their attitudes toward a number of factors bearing on the function they performed.

On the basis of the findings derived by this study, two major conclusions may be drawn. These conclusions, and their supporting evidence, are as follows:

1. The local television station underrates the importance of the position of program originator.

   a. The duties and responsibilities of program production are, generally speaking, assigned to the younger, less highly experienced employees.

b. The individuals holding the position of producer-director are less highly paid than the average for all broadcasting employees.

c. It would appear, on the basis of the evidence, that program originators are not consulted when basic programming policies are formulated.

d. On the basis of the evidence obtained, there appears to be no clear policy for selecting the individuals who serve as program producer-directors.

e. These important positions are assigned, in at least one out of ten instances, to individuals lacking any previous employment in broadcasting.

2. The influence of television viewers upon the program originator is overrated.

a. In view of the fact that these people change jobs about every two years, it is unlikely that they develop any real loyalties for a particular audience.

b. The program originators show moderate-to-little interest in audience response, and are even less influenced by the suggestions they receive.

c. The respondents in this study display a general inability to precisely define audience composition, and are highly unrealistic in their estimations of audience size.

d. There is a definite tendency on the part of the producer-directors to insulate themselves from various sources of criticisms and suggestions.

PART IV

The Major Findings of the Project Studies

In the early stages of our work, it was decided that the most satisfactory method of reporting our findings was not in a single, final volume, but instead in a series of what we called "Preliminary Reports". The first of these did not deal with a specific subject as such, but was a kind of review of the status of the study at the end of the first year. All six of the remaining ones dealt with particular research problems relating to the general topic of our concern.

We shall attempt here to present only the major findings of these prior publications. Expository material will be included where necessary, but the reader is again urged to consult the original source for full details of each of the summaries below.

Preliminary Report Number One, (No title), Goldstein, M.N., Martin, W. T., and Shepherd, J. R., the University of Oregon, no date. (Multilithed; 43 pp.

The data included in this Report were all derived from the information collected as part of the original survey of our sample of 1024 cable users in the Eugene, Oregon area. The nature of this sample was discussed fully in Part II of the present Report, and will not be repeated here.

We found that the most highly educated people in our sample -- those with some post-graduate work or professional trainig -- made the highest proportion of Viewers and of Potential Fans among their number. Those who had attended college but who had not gone on to graduate school had the next highest proportion. The proportion was lowest among those who had never attended a college class, their being no difference between people who had had some high school education and those who had not progressed beyond grade school. One reason for the similarity between the grade school and the high school educated might be that those with a grade school education in our sample had atypically high incomes for their educational level. Had we been able to include the less well educated persons who possessed a lower income the difference between the primary and secondary educated might have been more evident.

As it is, the most noticeable differences were between those who had some college experience and those who had never attended college. Put another way, the less educated were the more resistant to educational television, at least the type of educational television broadcast over KOAC-TV.

The greater degree of educational television viewing among the highly educated might be due either to the fact that they spent more time watching television in general or that they selected KOAC-TV programs for special attention. Our data indicated that the college educated watched less general television than did the less educated. About two-thirds of those without some college education watched more than twenty hours of general television a week, while only half of the college educated and slightly more than a third of the graduate trained watched as much general television. This suggested that the more educated, who watch less general television, but more educational television, spent a fairly high proportion of their viewing time watching KOAC-TV. That is, they are seeking KOAC-TV out from among the other stations. It also implied that those people without a college education were avoiding or resisting educational television.

Table VIII

Education and KOAC-TV Viewing
("How Many Years of School Did You Complete?")

(Percentages Across)

KOAC Typology

Education	Viewers	Potential Fans	Resisters	No Answer	Total %	Total N
Grade School	9%	18	64	9	100	101
High School	9%	22	64	6	101	507
College	12%	27	56	4	99	329
Graduate Work	24%	36	38	1	99	78
No Answer	-	-	-	-	-	9

In regard to occupations, we had expected to find that the people with high status, such as doctors, businessmen, and government officials, would be less resistant to educational television than those who have less status in American society, such as clerks, salesmen, and laborers. Up to a point our data supported this idea. There were more accepters among professionals than among proprietors, managers and officials, and more accepters among these businessmen than among their lower _white collar_ employees. But this is the point at which the unexpected was found. There were more viewers among the blue collar workers than among any other group except the professionals. We had expected a steady growth in resistance to match the drop in social status as measured by occupation. Previous studies interested in the same problem offered no preparation for this surprising and hard to explain reversal. We know only that it was not due to a greater television viewing among these people. The data show that blue collar workers watched relatively less general television but more educational television than the other non-professional people.

Table IX

Occupation and KOAC-TV Viewing
("What is Your Regular Occupation?")

(Percentage Across)

	KOAC Typology					
Occupation	Viewer	Potential Fan	Resister	No Answer	Total %	Total N
Professionals	19%	33	44	5	101	104
Proprietors, Managers, Official	9%	25	63	5	102	155
Lower White Collar	4%	26	66	4	100	113
Blue Collar	14%	24	55	7	100	178
Housewives and others not in labor force	10%	23	62	6	101	469
No Answer	-	-	-	-	-	5

It would appear, on the basis of the data available, that the more "organizational minded" the individual, the more chance there would be of his becoming an educational television user. At least, we found that among those belonging to six or more community organizations (and there were 98 individuals in our sample who fell into this category) the percentage of viewers and potential fans would be higher; the percentage of resisters lower.

Not only must educational television face the competition for time made by organizations upon their members, but books, lectures, concerts, classical records, and libraries, among others, all offer the same possibility for intellectual growth and each of these demands relatively undivided attention. It is logical to suppose that the more time devoted to one type of activity the less will there be for any others capable of filling the same need. This is certainly not the case, as the data show, when educational television is considered as one form of "high-brow" or cultural communication.

Table X

Number of Cultural Pursuits and KOAC-TV Viewing
("Have you done any of the things listed...during the past month?")

(Percentages Across)

KOAC Typology

Number of Cultural Pursuits	Viewers	Potential Fans	Resisters	No Answer	Total %	Total N
None	9%	17	68	6	100	435
One or two	10%	28	57	5	100	457
Three to five	20%	38	40	2	100	128
No Answer	-	-	-	-	-	4

Our data indicated that KOAC-TV had only half as many viewers among people living in large families of three or more persons as among people who lived by themselves. Though desire to view KOAC-TV does not change with family size, active viewing does become considerably reduced in the larger families. Half of all fans were viewers among people who live alone, close to one-third were viewers among couples, but only one-quarter were viewers when an individual shares a television set with two or more other people. It would appear the family environment does affect the chances of a potential fan ever becoming a viewer.

Table XI

Number of People Living in Household and KOAC-TV Viewing ("How Many People ...are there Living in this Household?")

(Percentages Across)

KOAC-Typology

Number of People Living in Household	Viewers	Potential Fans	Resisters	No Answer	Total %	N
Lives Alone	19%	19	60	2	100	57
Two People	14%	24	57	5	100	295
Three or More People	9%	25	60	6	100	669
No Answer	-	-	-	-	-	3

If the husband or wife of the respondent was a regular or occasional viewer of KOAC-TV the respondent had about one chance in four of being a viewer, but if the spouse were a resister there was only one chance in fourteen of the respondent being a fan. If the individual had no family to either facilitate or hinder his educational viewing he had one chance in eight of viewing KOAC-TV. For those who want to encourage educational television viewing it is best if a person lives with someone who is a viewer or a fan, worse to live with a resister, and neither harmful nor helpful to live alone.

Educational television is an innovation in the sense that two formerly unassociated factors are for the first time brought together, and the merger which results, even though it is in many aspects similar to each of the two factors as they were in their independent states, is something new and different. Many who might be well disposed to either education or television separately may have difficulty in comprehending that education can be linked to television without any loss in the ability of either to perform its traditional function. Some people have so great an attachment to established ways of doing things that any change, even one which amalgamates two activities which they favored when separate, is so psychologically disturbing that they will reject the new configurations. To test the hypothesis that people who resist cultural innovations would also resist educational television, we developed a five item scale with which the respondents could agree or disagree on each item at various levels of intensity ranging from "strongly" through "somewhat" to "slightly". Standard scaling procedures were used to assign to each individual a total score for the five item test. We found a general resistance to innovations was matched with a resistance to educational television, although there was no way of knowing if the relationship was an outgrowth of the perception of educational television as an innovation, or if the other resistance producing factors, such as a lack of a college education, or low status white collar job, led to a general reluctance to accept the new and original. Regardless of which possibility is the true one, the fact still remains that when we encounter a negative attitude toward educational television we are at the same time meeting but one manifestation of a more deep-seated resistance to any type of change.

Educational television is an innovation in that two previously unattached techniques have been combined; it is also a source of innovations for the many to whom it is a stimulator of new ideas, new ways of looking at and doing things. Not only could new and original ideas be seen and heard on KOAC-TV, also to be observed were relatively objective discussions of the pros and cons of many ideas and issues. Those who shy away from new and unfamiliar ways of thought or behavior, and those made uncomfortable by open debate of all sides of a question have been called authoritarian personalities. They want issues to be settled for them, by authorities who will relieve them of the burden of thinking and deciding for themselves. A logical deduction from our knowledge of educational television and authoritarian personalities is the hypothesis that authoritarians are less likely than non-authoritarians to be receptive to the programming from KOAC-TV. This was tested with a four-item scale of authoritarianism derived from the F scale.[1]

We found that a very small proportion of the few extremely authoritarian subscribers were viewers or potential fans of KOAC-TV. Coupled with the relative lack of resistance among the non-authoritarians this finding corroborates the hypothesis but accentuates what has already been said in regard to resistance to innovations; there are very real limits to anyone's ability to reduce resistance to educational television when he must confine himself to means which leave unaltered the basic patterns of family and social life which give rise to authoritarianism.

Related to the previous point, and in regard to the program selection procedures which our respondents practiced, we found that the most "settled" viewers, those who watch the same shows week after week, seldom make KOAC-TV part of their viewing habit. On the contrary, educational television fares best among those who make no advance decision.

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[1] This is a shortened version of the original F scale (Aderne, T. W., et al., The Authoritarian Personality, New York, 1950, pp. 222ff) containing two reversed items inserted in the scale as a precaution against response set.

at all, but who twirl the dial after one program until they find another to their taste. On the other hand, there is one form of flexible decision making which works against KOAC-TV and for which our knowledge about the family as a television viewing unit has prepared us. Those of our respondents who "talked it over with other members of the household" were just as unlikely to tune in KOAC-TV as were the people who had long in advance predetermined their viewing schedule. Family democracy in television program selection will lead to the entertaining program that the majority prefers. These data are to be found in Table XII, page 38.

In summary, this Report concludes that the resister can be characterized as a person lacking a college education; employed in a lower status occupation, except that he is not a blue collar worker; more or less isolated from the voluntarily organized life in his community and not actively interested in cultural pursuits as books and music. Whether an accepter is actually a viewer or only potentially a fan seemed to be a matter of the amount of time he had at his disposal. This is not to say that there were no fans among the less educated, low status, nonparticipant and uncultured individuals, but only that these were factors which, especially in combination with one another, make it highly probable that a person would be a resister. This individual seemed to be a person who was both flexible and capable not only of making up his own mind but of influencing others, who was fairly well educated, had a respected occupation, and was the most receptive to other forms of culture and education.

Table XII

Family Decision Making and KOAC-TV Viewing
("How Do You Go About Picking the Television Programs Your Family Will Watch?")

(Percentages Across)

	KOAC Typology					
How Family Picks Programs	Viewers	Potential Fans	Resisters	No Answer	Total %	N
1. We do not pick specific programs, just turn the set to one channel and leave it on that channel until we turn it off	11%	25	50	14	100	28
2. Turn the dial until we see a program that looks good	16%	23	55	5	99	179
3. Watch the same programs every week, do not make decisions with each program change	8%	25	63	4	100	380
4. Talk it over with other members of the household	9%	30	56	5	100	149
5. Station announcements	-	27	60	13	100	15
6. Consult TV Guide	13%	15	63	9	100	115
7. Consult newspapers	13%	24	60	4	101	136
8. Consult other	6%	50	38	6	100	16
No Answer	-	-	-	-	-	6

Preliminary Report Number Two: "A Study of Some Aspects of KOAC-TV Programming and Its Audience", Shepherd, J. R., The University of Oregon, May 3, 1951. (Mimeographed; 37 pages.)

While the major emphasis of the Oregon Educational Television Project was on those who reject television (in particular educational television) another analysis could be made which would view, in a sense, the traditional "other side of the coin". In short, one could analyze some of the collected data in terms of "use", rather than "non-use". With this in mind, a selection of what appeared to be, on apriori examination, relevant items from the schedule used in the original study was made and analyzed on the basis of three scoring categories relating to KOAC-TV viewing. For the purposes of this study, we made an analysis of the "program guide" each of the respondents in the original survey had been requested to complete. Those who said they had viewed three or four units (each unit equaled one-half hour of viewing) were labled as "Fans", and those who said they had not seen KOAC-TV were called "Resisters". We asked how well the station drew audience in competition with commercial stations during the broadcast day. We computed the traditional "share of audience" (percentage) obtained by the station, the percentage of those in the total sample of 1024 with their sets turned on during the broadcast times of KOAC-TV, and the actual number of KOAC-TV viewers for any given time of day. Since the number of people in our original sample approximates 1000, the actual number of viewers can be taken as a rough indication of the viewing rate per thousand individuals living in separate families.

In considering the percentage of audience viewing KOAC-TV, we found the highest rate to be 16% for the 9:00-9:30 AM period Friday morning. The lowest "share of audience" was for the 7:30-8:30 PM time on Monday and Friday. In this case, the percentage dropped below 1%.

In terms of numbers of viewers, the highest number for the given week was 19, this recorded for the 8:30-9:00 period on Thursday evening. The lowest actual number of viewers coincides with the lowest "share of audience" rating noted previously.

In general, these audience measures indicated that morning and late evening hours were generally better suited to getting the ETV audience. The data suggest that the later the broadcast is made, the more people will watch it. How far this might be true beyond 9:00 P.M., when the station left the air, is not known at this time.

The question of Saturday and Sunday viewing was also of interest to us. Our data, in assessment of general television viewing, showed a relatively higher proportion of our sample did have the TV set on in the early afternoon and evening hours of those two days. Perhaps these times, in contrast with the weekday pattern, do offer an opportunity for programming to the educational station. The rise in audience was certainly there, when contrasted with the weekday picture--whether or not it is really the "intellectual ghetto" it is assumed to be may be another question. The fact is, more people had their sets on during those afternoons, and so perhaps this would be to the advantage of the ETV station. These suppositions must, of course, be considered in the light of the data presented previously, and the proportion of viewers which warrants operation is a decision which depends on a variety of factors. In any event, these data confirmed the fact that there were real differences in the patterns of viewing, and that these might be of value in consideration of the educational television programming pattern.

Another aspect of the data which is relevant to matters of programming relates to the types of programs viewed by the respondents. We got at this through the analysis of the program guide, centering our attention on the use of all stations and not just KOAC-TV. The first step in this process was the categorizing of all programs broadcast. These were 14 in number, and have been previously identified in Part II, Table VI, page 24 of this Final Report. With these categories established, it was possible to determine what the viewing behavior of the respondents was in relation to the program types.

We found that three times as many of the "Fans" watch some "religious programs" than do "Resisters". When one considers this information along with the data which shows that the KOAC-TV fan makes much more use of "information" programs, it's reasonable to say there seems to be a developing pattern that those who use KOAC-TV are characterized (more or less) by the "serious" use of a medium thought of by most of us as simply a source of entertainment. Quite to the contrary, when the use of drama was analyzed it was found that for all intents and purposes there was little difference between the groups. Perhaps here one can raise the question of motivation--one might watch drama for purposes of release or for purposes of "instruction", both being rather acceptable social reasons for engaging in this activity. If this hypothesis is accepted, one could reason that the KOAC-TV viewer views these drama programs for the latter reason, whereas the non-viewer would do the same for the first reason.

Some additional support for the theory that programs of "factual" content are thought to be more "educational" can be found from examination of results obtained from one of the open end questions asked of respondents. In response to the question "Has there been any program within the past year from which you feel you learned quite a bit?" of the 86 program titles mentioned, 8 were noted by 20 or more individuals. Table XIII below indicates what these were, as well as the frequency of mention.

Table XIII

Programs Learned From

Number Mentions	Program Title
52	Meet The Press
49	Huntly-Brinkly News
31	Twentieth Century
30	Journey to Understanding
27	Seven League Boots
21	Bell Telephone Science Series
20	Man and the Challenge
20	Olympics

It is clear that all of these programs, which the reader will remember had been named as the ones from which the respondent felt he had learned "quite a bit" were ostensibly factual in content, and hence tend to support the notion that when people are "learning" via television, they are watching "serious", i.e. "factual" programs.

In regard to variety, popular, music and non-story comedy programs we found that "Fans" watch more than do the "Resisters". In the case of quiz shows, we found that the KOAC-TV viewer again views these more than does the "Resister". And finally, contrary to our expectations, we found that the KOAC-TV user seems to be nearly the same as the "Resister" in viewing sports. What might be the significance of the preferences for these latter three program types? Following the suggestion made earlier--

that our respondents are individuals interested in those programs which deal with "facts" -- with real things really happening, as opposed to imaginary fictional events thought of as being "make believe", we could expect our KOAC-TV user to be attracted to some degree to each of these program types. The counterpart in literature, for example, is the sometimes expressed disdain for the novel vs. the admiration for "true, factual" non-fiction works. One interpretation of these observations would be that "cultural" programs generally do not fall into this "factual" category, and hence one might raise the question of how appealing these may be to the potential ETV viewer. We can conclude that KOAC-TV did not seem to compete well with the commercial stations, at least under the conditions which prevailed during the time of this survey. We see, on the basis of the "share of audience" that KOAC-TV was consistently below all other broadcasting stations. How important this is to the operation of an educational television station is another matter, and one that is not the proper concern of a Report such as this. Lest the picture appear to be painted in too somber shades, we must note that while the "share" did fall in the evening hours, actual numbers of viewers generally tended to increase. With this in mind, it might be suggested that later operating hours for the educational television station may be justified. The apparent change in viewing behavior, as well as general increase in number of sets on during the weekend, also indicates a potential for the optimal operation of an educational television station.

Program preferences expressed by our respondents may serve as indicators of possible program areas which could be exploited by the station. The apparent interest of the viewer in what we have called "factual" programs may indicate that at least one way in which to increase viewing would be to place more emphasis on strictly "how-to" programs and less on what could be called "cultural enrichment" broadcasts. It would appear that KOAC-TV has attempted to do both, and while it may be that this is thought to be part of their responsibility the facts may deny that "cultural" programming has any real appeal for the potential viewer. While the hope of the broadcaster may be to lead viewers to an appreciation of the better programs, one must be aware of the possibility that the potential viewer will reject and resist these.

Preliminary Report Number 3: "A Sequence of Proposed Research Designs Relating Program Structure to Resistance to ETV", Shepherd, J. R. and Scheidel, T. M., the University of Oregon, September 1, 1961. (Mimeographed; 65 pages.)

The overall objective in this report was to articulate research designs calculated to explore the relationships which may exist between educational television program structure and educational television resistance. The primary focus was on stimulus variables rather than on organismic variables. It was felt there were a number of related questions which must be answered in the process of testing the hypothesis underlying the work, and that these were sequential in nature.

One could undertake such research with more enthusiasm if some evidence were available indicating that program structure may make a difference in educational television viewing. We sought, therefore, some empirical warrant before embarking upon the detailed planning of the proposed research designs.

Specifically, we wanted to know if viewers make judgments of program structure along some dimensions on which there is an implicit concensus. Do they exercise a critical function here as opposed to offhand utterances of a generalized attitude? Then, if such a critical judgment is made, might it be related to resistance to educational television?

An Index of Evaluation was calculated for each subject in the major study by using three items from the semantic differential scale; Good-Bad, I Like-I Dislike, Interesting-Dull. The distribution of subjects on the seven-index was as follows:

Low Evaluation					High Evaluation		
0	1	2	3	4	5	6	Total
295	89	141	115	156	80	148	N=1,024
29%	9%	14%	11%	15%	8%	15%	

The broad distribution of judgements seen here likely indicates that the subjects did make differing evaluations of KOAC-TV. Though the bases of these judgments are not known, the fact that the judgments are not proponderantly in the neutral category (3) supports our inference.

The next question is, are these evaluations related directly to educational television viewing? The matrix below, relating the seven-step Index of Evaluation to a six-step Index of Educational Television Utilization, offers some answers to this question.

KOAC-TV Evaluation	KOAC-TV Utilization			
	High 1, 2	Meduim 3,4	Low 5,6	Total
High 4, 5, 6	155	168	120	443
Neutral 3	10	182	314	506
Low 0, 1, 2	0	15	60	75
Total	165	365	494	1,024

One can see the relationship from the matrix (contingency coefficient= .447, $p < .01$). It would appear that the two variables are positively associated. The only deviation from this interpretation is the existence of the group which gives KOAC-TV a higher evaluation but which seldom watches. It appears that many who are favorable to KOAC-TV do not view because of conflicts in the viewing setting, e.g., a large family with many other competing interests. It is supposed that these persons would view educational television if they were the sole determiners of the program choice. With this behavior explained, the inference of a relationship between evaluation and utilization of educational television seems reasonable.

As another approach to answering some of our initial questions, we turned to the interview data from the field study and compared groups whose educational television viewing habits differed greatly. Those items from the interview schedule, questionnaire, and semantic differential which appeared to be related to program structure, either directly or indirectly, were selected for analysis.

Two groups of subjects were chosen from the total population for this analysis. One group (n=156) was composed of those persons who were categorized as educational television enthusiasts in the project. These are persons whose viewing of ETV was relatively great and whose evaluation of educational television was high. The other group (n=50) was composed from those subjects labeled resisters and uncertain abstainers in the project. These were persons who seldom viewed educational television and whose evaluation of educational television was low. Those subjects who reported they never watch KOAC-TV, they can't get KOAC-TV, and/or they haven't heard of KOAC-TV were eliminated. The reason for this selection was concern for getting at the evaluative function. We reasoned that if one disparages educational television but never watches it, his evaluation is more likely to represent a generalized attitude than a critical judgment. We were interested in those who knew what educational television was and who had seen it but who resisted viewing KOAC-TV.

The following are the comparisons between the two groups on the items analyzed from the semantic differential.

	VIEWERS (n=156)			RESISTERS (n=50)		
	Like	Neutral	Dislike	Like	Neutral	Dislike
TV	92%	5%	3%	98%	2%	0%
KOAC	97%	3%	0%	5%	52%	42%
	Interesting	Neutral	Dull	Interesting	Neutral	Dull
TV	92%	7%	1%	96%	0%	4%
KOAC	96%	1%	3%	0%	38%	62%
	Amateur	Neutral	Professional	Amateur	Neutral	Professional
TV	32%	24%	44%	42%	26%	32%
KOAC	39%	11%	50%	20%	56%	24%

What is important here is the manner in which the respondents differentially judged general television and educational KOAC-TV. The educational television viewers judged both television and KOAC-TV as liked and as interesting. While most resisters disliked KOAC-TV and considered it dull, their evaluations of general television were extremely similar to those of the viewers.

These empirical data, then, did present some indications that people make evaluations of educational television which can be related to their viewing behavior. While the margin of the mandate is not as great as we might prefer, it seems enough to justify turning our attention to the two major frames of reference within which we might expect to develop significant designs. These were:

1. The producer (and his situation) in the station;
2. The viewer (and his perception) of educational television program structure.

It seemed obvious that if we were to determine the influence of program structure upon the viewers, it would be necessary first to determine the nature of program structure. We formulated three designs calculated to get at this question.

Study A. "What are the elements of ETV program structure?" *
It was proposed here that a content analysis of the program structure of educational television be made, and that these data be compared with those obtained from a similar analysis of commercial television.

Study B. "Who are the program originators in ETV?" **
We recommended here the dual question of how program structure comes into being, and who are the individuals who make decisions regarding program structure. By means of a mail questionnaire, we would have to identify the ETV producer, get at his attitudes and objectives, and describe the communicative structure in which he functions.

Study C. "What are the dynamics of the decision-making process in the development of ETV program structure?

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* The study proposed here was completed as part of the work of the Project, and is reported on pages 65 to 70 of the present volume.

** These data have been collected, but funds were not available with which to complete the Analysis at the time of this writing.

Also see Wile study of commercial program originators (derived from this proposal) in Part III, page 26, this Report.

By means of the case study method, we propose here an intensive study of "program originators" (producers and directors) in selected ETV and commercial stations. We see the following as the major lines of inquiry for the relatively unstructured interviews:

First, analysis of the program originators' attitudes toward self and possible implications in terms of program structure; secondly, analysis of the functioning of the communicative structure in which that individual finds himself.

The designs summarized thus far relate to the first frame of reference (the producer) and are concerned with what we called stimulus variables. Those from the second frame of reference (the audience) deal primarily with the response variables. Three designs have evolved which seem appropriate to our interests.

Study II A. "Do ETV fans and resisters make differing evaluations of ETV program structure?"

Utilizing as the major tool of inquiry a semantic differential administered as part of personal interviews of fans and resisters in the home, we would expect to tap four major areas of program structure evaluation: (1) Presentation evaluation, (2) Activity, (3) Subject evaluation and utility, and (4) Clarity.

Study II B. "How aware of television program structure are Viewers?"

Based upon the content analysis proposed in Study A, an instrument called the Viewer's Program Check List was prepared. In this design, it was proposed that the *Check List* be administered in the home to a selected group of resisters and fans. These subjects would be requested to complete their check lists with reference to a previously content analyzed commercial and/or educational television program. The differences between what is actually presented (as determined from the prior content analysis) and what is seen (as determined by the *Viewer's Program Check List*) could be determined. The reactions of fans and resisters could then be compared.

Study II C. "*How specific are viewers' perceptions of television program structure?*"

In the previous study a method was proposed to assess audience reaction to a *total* program in the home setting. In the present proposal, the intention was to present controlled changes of program structure variables in a series of paired sequences via kinescope recordings in a closed circuit viewing situation. With this procedure it could be determined how well these changes are perceived by fans and resisters.

Preliminary Report #4: "Problems in the Measurement of Educational Television Consumption", Meissner, M., the University of Oregon, November 1, 1961. (Mimeographed; 54 pages.)

Researchers measuring the audience for educational television have largely been content to take the respondents' word for the amount of educational television they watch. Regardless of what *particular* amount the respondent has in mind when he says he watches regularly, or occasionally, or almost never, the researcher quite reasonably imputes to these answers an order which is implied in the meaning of those words: Regularly is more than occasionally, and occasionally is more than almost never. In this study, two additional measures were used. One took the form of a seven-point semantic differential scale which provided the respondent with a greater number of gradations and an opportunity for avoiding a determinate answer by way of the mid-point and an offered "no answer" category. Another measure consisted of a complete program listing of all the available TV fare for a week. We have pleaded that this last measure is more sensitive and more accurate than the other two.

We report here some discrepancies between the last-mentioned device for measuring educational television audience and the first two. It was implied that these other two measures were similar in that there did not seem to be the same kind of discrepancy between them. Of these two, the one asking whether the respondent watches programs of an educational station regularly, occasionally, or almost never, is a question reported in other educational television studies as the only or main measure used. In our sample, only two percent of the respondents said they watch regularly. Of these 24 people twenty had also checked off a program of the educational station on the complete listing. Of the 141 people who checked off at least one KOAC-TV program, 14 percent said they watch it regularly and 42 percent occasionally. Of those who did not check off a KOAC-TV program, less than one half of one percent said they watch regularly and 20 percent said occasionally.

It would seem reasonable to assume that the probability of people having quite recently watched a KOAC-TV program is high indeed if they check off one or more KOAC-TV programs on a complete listing. Among the choice of answers to the direct question, the statement about watching KOAC-TV "occasionally" has the highest chance of being selected by people who, according to what we have just said, are very likely to have watched a KOAC-TV program recently (42%). Chances are much less that people will choose this answer if they are not very likely to have watched recently (20%). It is, of course, quite possible that people who say they watch it occasionally have done so at some time prior to last week and over an undetermined period. From what we have reported so far, however, it would seem plausible that those who have checked off KOAC-TV programs on the program listing and who say they watch it occasionally are more likely to be "Viewers" (or "Fans") of programs from the educational station than are those who also say they watch occasionally but have not checked off a KOAC-TV program on the listing.

This report has been an attempt to suggest that people who say they watch the products of an educational station occasionally may not all be of the same kind. We have presented some data which make it appear plausible that some people have less grounds for this claim than others and that, perhaps, there are qualitative differences associated with variations in the definition of the situation in which a respondent finds himself when facing an interviewer.

In the past educational television research found large differences between the proportion of educational television "Fans" coming from different social strata[1] when being a "Fan" is measured by the frequently used direct question. In this report, we have shown that the proportion of "Fans" among different occupational categories, for those whose answers offer some degree of reliability because they respond as "Fans" on all measures of that factor, is the same. Our data would hardly give much reason to believe that one's social rank is associated with one's likelihood of watching educational television. But we do find such differences among people whose claim to being educational television viewers is of somewhat more doubtful standing. We have then suggested the possibility that the educational interview may burden people with taking a position on a widespread dilemma between a commonly high evaluation of "educational television" and its low degree of salience and use. The manner of coping with this dilemma facing the respondent in the interview is likely to vary with certain conditions present in the situation. Some, of course, have nothing to fear; they are watchers of educational television and can satisfy the interviewers most rigorous questions. Most will presently admit that they are not viewers and some will try to present themselves to the interviewer in a favorable light, although they have not much to show for it.

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[1] Geiger, K., and Sokol, R., "Educational Television in Boston: Memorandum #3, in Schramm, W., The Impact of Educational Television, Urbana, University of Illinois Press, 1960.

This has been an argument in plausibility, an argument which offers some data in its support but cannot claim more than to raise doubts which should cause researchers concerned with the audience of educational television to take a second look. This second look would be directed to the reliability of measurement of the size of the audience and to the possibility that differences in the attribution of worth by one's fellow men may not explain variations in viewing educational television.

Preliminary Report #5: "An Experiment in Increasing the Audience for Educational Television", Goldstein, M. N. and Shepherd, J. R., the University of Oregon, February 1, 1963. (Mimeographed; 51 pages.)

In this study we subjected various experimental and control groups of television cable users to selected forms of mailed stimuli, including several forms of program information sources, plus a series of personal letters urging the viewer to make use of educational television for one of three specific reasons. These reasons are noted on page55 of this Report.

Anticipating that the first interview conducted as part of our original study might serve as a "sensitizing" experiment for the respondent, and hence function as an uncontrolled variable in our present study, we separated our experimental groups into two categories--those who had been interviewed in connection with our earlier study, and those who had not. From the 300 names "set aside" at the start of our work, we randomly selected a group of 90 subjects. This number, referred to as Experimental I, was then divided into three cells of 30 each, the members of each cell being slated to receive one of the three appeals.*

We followed the same procedure for the selection of the second group, referred to as Experimental II, but this selection was made from the 1024 respondents who had been interviewed at the earlier time. In this latter group, we placed 120 respondents in each of the three cells (for a total of 360) since it was desirable to have a relatively large number of subjects available for the kind of analysis we anticipated.

The Solomon Four-Group Design, the one used in this study, required the selection of a control group for each of the two experimental groups previously described. The first of these, referred to as Control I, consisted of 50 subjects also selected from the special group of 300 names noted earlier, and as such represented individuals who had neither been interviewed in our earlier work nor scheduled to receive the experimental stimuli. The second group, referred to as Control II, consisted of 120 subjects, all drawn from those interviewed in the first study but not subjected to the experimental stimuli.

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* In order to establish what Experimental I viewed prior to the time of the second interview and before exposure to the experimental stimuli, it was necessary for us to "predict" what this would have been if we had interviewed them at the earlier time. We did this by assigning to them the "average" viewing pattern of all of our respondents in our original study. We reasoned that our samples, all drawn randomly from the same universe of the original 4,000 plus subjects, would be the same. All evidence we have collected to date testifies to the homogeneity of the group in this respect.

With the four basic groups outlined, we were thus able to check on either the influence of the "sensitizing" interview prior to the second interview, the impact of the experimental stimuli on the subject, or a combination of these on educational television viewing.

In terms of stimuli, each respondent in the Experimental groups received weekly "Program Schedule" and program "Highlights". In addition, once each month he was mailed a printed "Bulletin", which described the programs to be broadcast that quarter. In addition to these items, the subjects received a total of five letters, each of which was a variation upon a single theme, as outlined below:

1. Personal Development
2. Change of Pace
3. Good for the Family

In addition to the other analysis made, we were particularly concerned with the possible relationship of education and family size to the efficacy of the various themes. Table XIV below reports these findings.

Table XIV

Average Change in Number of KOAC-TV Viewing Units By Education and Family Size

	Small Family		Large Family	
	No College	Some College	No College	Some College
Family	+0.68(19)*	+1.80(20)	-0.15(20)	+0.52(25)
Change	+1.25(24)	+0.05(21)	+0.53(17)	-0.24(21)
Development	0.00(22)	+2.06(16)	+0.38(21)	+0.23(22)

* The number in parenthesis is the number of people in each group.

We can see that the Family Theme was much more effective among the more educated, regardless of family size, and even more effective in small families than in large. Regardless of family size, the Change Theme appealed only to the non-college educated, although there was a greater impact in smaller families than in larger ones. The Development Theme had an effect on the college educated, but only on those living in small families. The argument that the "whole family can gain" may be used by the college educated in their struggle to watch educational television in all families, but it is more likely to meet with success in the smaller family. On the other hand, the "change of pace" idea is used by the less educated in all families, again with more success in the smaller one. The idea of urging viewers to make use of KOAC-TV as a way of improving their personal status quite naturally becomes most effective when it is easiest to implement, i.e., when the individual to whom this appeal is made either lives alone or in a small family.

The analysis of our data reveals a distressing and somewhat baffling general decrease in the use of Station KOAC-TV between our surveys of 1960 when compared with those done in 1961 as part of the study at hand. While it would appear that our experimental stimuli "held the line" and those subjects so treated increased their use of KOAC-TV, the others show some decrease in the use of that station. Limitations of our data prevent us from drawing hard and fast conclusions regarding this fact; we can only say at this time that the decreases observed make the increases we achieved loom even larger.

We further find that the promotion of educational television viewing, regardless of the thematic appeals used, varies in direct proportion to the size of the "television family" involved. In short, the more competition there is for the set, the less likely it is that any given appeal will be effective in promoting viewing of educational television.

As part of the preceding finding our data suggest that certain themes are more effective than others, particularly in relation to education. Among the more highly educated (those with at least some college experience) we find that the "Good for the Family" and the "Personal Development" themes are more effective than the "Time for a Change" theme which appears to be better suited to the "non-college" person in our sample.

Simply alerting potential viewers of educational television (by means of an interview in our case) does not appear to be an effective way of promoting use. In fact, we find that unless the person so notified of educational television receives additional information, he might well "drop from the fold" and decrease his educational television consumption.

In part, the work reported here tends to verify the old adage that "there is many a slip 'twixt cup and lip!" We find that in spite of the general decrease in the use of KOAC-TV among our respondents, there is a contradictory rise in the evaluation which is placed on the station. Our control and experimental groups all show a consistent upward evaluation, regardless of what we did or did not do to them.

Finally, our data would suggest that educational broadcasters who want to boost their audience rating would be well advised to send out information about their programs along with some understandable reasons for watching. If they knew something about the people in their community they would do well to concentrate on those living in small families, for this will give the highest yield per dollar spent. With a little more information, they can send the appropriate theme to the most suitable educational group. If they do not have enough information about their constituent to make this decision, then the "Family" and "Change" themes would seem to have the widest appeal.

Preliminary Report #6: "The Impact of Newspaper Notice on Educational Television Behavior", Mertz, R. J., the University of Oregon, June 20, 1962. (Mimeographed; 79 pages).

The purpose of this study was to determine (1) the effect of repeated exposure to newspaper publicity concerning educational television on attitudes toward educational television, and (2) the effect of repeated exposure to newspaper publicity concerning educational television on viewing behavior relative to educational television. Prior to the experimental period, i.e., before the first wave of interviews, little such information regarding KOAC-TV (the state educational station) was available in the newspapers received in the Eugene area. The dominating paper in the area, The Eugene Register-Guard, carried a weekly schedule of KOAC-TV program fare in its Sunday edition, but did not reprint the schedule during the week. In addition, the paper occasionally mentioned one of the station's programs in its "Radio/TV Highlights" column, a regular feature of the paper in which selected programs felt by the reviewer to be of more than ordinary interest were briefly described and informally rated.

During the experimental period between the first and second interviews, the amount of newspaper information concerning KOAC-TV increased substantially. The KOAC-TV program schedule began to appear in the weekday editions of the Register-Guard, and descriptions of KOAC-TV programs of general interest (i.e., non-classroom programs which had a strong local tie-in; programs featuring local personalities; "how-to" programs, public affairs programs, and dramatic presentations began to appear in the "Radio/TV Highlights" column of the paper. The number of mentions of KOAC-TV programs was almost six times greater during the experimental period than during the immediately preceding months, and the total column inches devoted to KOAC-TV increased three-fold.

The sample employed in the study consisted of 329 persons drawn from the larger sample used in the original Project study.

As with all the Project studies, an aided-recall "Program guide" was used to elicit precise details about the respondent's recent viewing. A battery of seven-point "semantic differential" items were utilized to get at the attitudes individuals held to the station.

Three questions designed to measure exposure to newspaper information concerning educational television were incorporated into the schedule for the second wave of interviews. Each respondent was shown a photographic reproduction of the newspaper's radio/television page and asked how often he or she read that page of the paper, whether regularly-occasionally-never. Then, as the interviewer pointed in random order to the various sections of the page ("Radio/TV Highlights" column previously described; the syndicated television critic's column, which furnished after-the-fact reviews of selected programs; commercial radio and television schedules; and KOAC-TV program log) the respondent was asked to identify each section as one he or she read regularly, occasionally, or never. In those cases where a respondent did not voluntarily indicate his reading level for one of the key sections, the interviewer was instructed to inquire about the section directly, and the fact that a probe was necessary to determine the reading level was noted. Finally, responses were coded for each section of the page according to the reported frequency of readership and according to whether or not the interviewer had to probe for an answer.

Responses for the radio/television page as a whole, the "Highlights" section of the page, and the KOAC-TV program log were combined to form an index of exposure to newspaper information regarding KOAC-TV ranging from 0 (low exposure) to 6 (high exposure). With these, it was possible to construct an ordinal scale which measured exposure to the experimental variable along a continum from 0 (low exposure) to 6 (high exposure). The items in the scale were tested for unidimensionality, using the Guttman technique. A coefficient of reproducibility of .95+ was obtained -- well within the accepted range for the assumption of unidimensionality.

Prior to this analysis the question arose as to whether or not a direct relationship might be hypothesized between exposure to newspaper information and favorable changes in attitude toward KOAV-TV. As Table XV, page 62 illustrates, this hypothesis was not supported by the gross data for the whole sample. The table reveals no consistent or significant differences in attitude change between those respondents who reported high exposure to the experimental variable and those who reported less exposure. However, the data depicted in this table were drawn from the entire sample, and results might have been contaminated by the operation of other variables. It is possible to arrive at some measurement of the "pure" effect of the experimental variable only by isolating those respondents who were not exposed to the mailed appeals and who were not previously interviewed. By comparing this group to the first interview evaluation scores of a different group equivalent in all respects, it was possible to arrive at a fair measure of the effect of the newspaper information on attitudes toward KOAC-TV. Table XVI, page 63, gives such a comparison. As noted previously, the data show no consistent difference between those respondents who reported high exposure to newspaper information concerning KOAC-TV and those who reported less exposure.

A measure of the "pure" effect of exposure to newspaper information on KOAC-TV usuage was derived by comparing groups of subjects exposed both to prior interviews and mailed appeals, with a group not so treated. As Table XVII, page 64 indicates, there was a sharp decline in KOAC-TV usage among those respondents who were not exposed to the first interview and did not receive information mailings. The important fact to be noted, however, is that this decline was greatest where exposure to newspaper information was least. In other words, as exposure to the newspaper information increased, the amount of decline in KOAC-TV usage decreased in a consistent and measurable fashion.

TABLE XV

GROSS EFFECT OF EXPOSURE TO NEWSPAPER INFORMATION

EVALUATION OF KOAC-TV AT FIRST INTERVIEW VS EVALUATION OF KOAC-TV
AT SECOND INTERVIEW BY LEVEL OF EXPOSURE TO NEWSPAPER INFORMATION

FOR ENTIRE SAMPLE

Level of Exposure to Newspaper Information	N	First Interview Number and Percent Reporting High Evaluation of KOAC-TV		Second Interview Number and Percent Reporting High Evaluation of KOAC-TV		Net Change	
Low (0-3)	104	38/104	37%	61/104	59%	+23/104	22%
Medium (4)	116	38/116	33%	58/116	50%	+20/116	17%
High (5-6)	109	47/109	43%	76/109	70%	+29/109	27%
Total	329						

TABLE XVI

"PURE" EFFECT OF EXPOSURE TO NEWSPAPER INFORMATION ON KOAC-TV EVALUATION

EVALUATION OF KOAC-TV AT FIRST INTERVIEWS VS EVALUATION OF KOAC-TV
AT SECOND INTERVIEW BY LEVEL OF EXPOSURE TO NEWSPAPER INFORMATION
CONTROLLING ON EXPOSURE TO MAILED APPEALS & PREVIOUS INTERVIEW

Level of Exposure to Newspaper Information	First Interview (Group I) Number & Percent Reporting High Evaluation of KOAC-TV		Second Interview (Group III) Number & Percent Reporting High Evaluation of KOAC-TV		Net Change
Low (1-3)	12/32	38%	8/11	73%	+35%
Medium (4)	8/29	28%	7/16	44%	-16%
High (5-6)	9/20	45%	5/7	71%	+26%

TABLE XVII

PURE EFFECT OF EXPOSURE TO NEWSPAPER INFORMATION ON KOAC-TV USAGE

KOAC-TV USAGE AT FIRST INTERVIEW VS USAGE AT SECOND INTERVIEW BY LEVEL OF EXPOSURE TO NEWSPAPER INFORMATION; CONTROLLING ON EXPOSURE TO MAILED APPEALS AND PREVIOUS INTERVIEW

Level of Exposure to Newspaper Information	First Interview (Group I) Units Watched and Average Units per Person		Second Interview Only (Group III) Units Watched and Average Units per Person		Net Change in Average Units per Person
Low (1-3)	20/32	.62	1/11	.09	-.53
Medium (4)	6/29	.21	1/16	.06	-.15
High (5-6)	10/20	.50	3/7	.43	-.07

Preliminary Report Number Seven: "A Comparative Analysis of Production Techniques Found in Randomly-Selected Commercial and Educational Television Programs", Shepherd, John R., Richmond, L. F., and Scheidel, T. M., the University of Oregon, no date. (Mimeographed; 53 pages.)

It is important to note that the sample of programs used in this study was not drawn as a random sample, but as a stratified random sample. This fact is important because of the implications it has for the interpretation of the findings. Before discussing this point, it is necessary to spell out why this sampling technique was used.

The stratified random sample design was selected in order to make certain that programs of each of thirteen types, as listed in Figure 1 below, were included in the study.

Figure 1

Programs Selected for Analysis

Name	Category
1. Montavani	Artistic Entertainment
2. Sheri Lewis	Children's Show
3. Californians	Drama - Adventure
4. Andy Griffith	Drama - Comedy
5. Millionaire	Drama - Miscellaneous
6. Learn to Draw	Educational
7. Oregon TV Forum	Information - Discussion
8. Off to Market	Information - Informal
9. News (Local)	Information - News
10. Yours for a Song	Quiz Show
11. This is the Answer	Religious
12. Game of the Week	Sports
13. Stars of Tomorrow	Variety - Popular Music

Educational Programs Selected

1. Songs of the South	Artistic Entertainment
2. Drama Festival	Drama - Miscellaneous
3. Algebra	Educational
4. See Who's Here	Information - Discussion
5. Employment News	Information - News

Programs Compared

1.	Montavani	versus	Songs of the South
2.	Millionaire	versus	Drama Festival
3.	Algebra	versus	Learn to Draw
4.	Oregon TV Forum	versus	See Who's Here
5.	News (Local)	versus	Employment News

This procedure made it possible to make a comparison of the two forms of broadcasting on the basis of the same types of programs. This factor is an important one since it was clear from our prior research that commercial and educational channels were broadcasting different types of programs in this region, and thus there was the possibility of a spurious relationship between the two due to a difference in program type rather than in production differences. This danger was modified by controlling for program type, in making the second comparison, that of educational programs, with their commercial counterparts.

A sample of this type means that one can make statements of this order: to the extent that our sample adequately represents the population from which it was drawn (that is, a commercial or educational television program of a given type, selected randomly) the program is likely to be characterized by the techniques and forms similar to those observed in this study. Similarly, the selected program should be like (or unlike) programs of the same type found on the other form of broadcasting, in terms of the use of similar production techniques and forms observed in this study. The reader is cautioned that one cannot say that any program drawn at random will have characteristics like those examined here, since some categories of programs have ten times as many programs as another, and our sample has only one program of each type regardless of the total number of programs in that type.

Finally, the reader should bear in mind that programs selected for analysis of educational television all originated from the single station, KOAC-TV, the educational station receivable in the test area. Generalization to all educational stations must be qualified with that in mind.

With the above limitations in mind, we set out to compare thirteen commercial television programs with five educational television programs. As an additional dimension of the data, we selected the five commercial programs which were the counterparts of the five educational television programs, and made a second comparison.

In order to collect the data required, we prepared five data recording sheets, and trained a group of eight observers to view the programs and record their observations. These were made in seven major categories, and our findings are summarized according to those divisions.

1. Camera factors: We found that commercial television tended to use more cameras and more shots per minute than did educational television. With the single exception of the medium shot, commercial television used more variation in the kinds of pictures presented to the viewer than did educational television. Since commercial productions used more total shots, they therefore made more use of various types of transitions. Commercial television was characterized by more different camera angles than was educational television. There was relatively little difference between the two when it came to camera movement, with the exception that the educational television programs used the pan more frequently than did commercial productions. In general, it can be said that commercial educational programs tend to look more like commercial programs than like educational programs seen on the educational channel.

2. Lighting: At least as measured by this study, there appears to be relatively little difference between the lighting practices of commercial and educational television.

3. Setting: One of the findings of interest in regard to the sets characteristic of the two forms of television is that commercial productions seemed to use combinations of types of sets more frequently than was true of educational television. While the educational television production made relatively great use of the single set, it was surprising to note this was often placed "outdoors." Before concluding that educational television has "gone on location," the reader should remember our prior qualification of this finding -- this may be the function of a single program in our educational television sample.

4. Graphic devices: We found that educational television relied heavily on the blackboard and demonstrations with objects, while commercial television made use of a variety of visual devices including films, studio cards, photos and rear screen projections.

5. Audio factors: There appeared to be relatively little difference in the use of microphones between the two forms of broadcasting, at least as measured here. In regard to the quality of the audio of the programs presented, our observers found that two of the educational programs were unsatisfactory in this regard.

The analysis of the use of music produced some interesting data, in that while commercial television consistently made use of music more than did either form of educational television, the fact is that all forms used more music than perhaps is commonly thought to be the case. This seems to be somewhat contrary to the stereotyped conception of what educational television is like.

6. Performer variables: Our analysis, made in terms of "scenes," defined as the entrance and exit of an individual on camera, again produced data which seemed to be at odds with some of the common conceptions of educational television. We found, for instance, that while nearly half of the scenes presented involved only one performer, the remaining half of the six hundred and one scenes involved up to as many as 11+ participants. This does not seem to fit the picture of the single lecturer speaking to the camera, a view sometimes held of educational television.

In considering the sex and age of the performers found on educational television, it was not surprising that this measure showed the majority of the programs made use of the male performer. However, it is in some ways remarkable to note that there were a relatively large number of educational programs making use of women and combinations of men and women in the presentation.

Continuing our analysis of the performers themselves, we found that our viewers rated the amount of set activity of the educational television programs as being about one-half that of the commercial television programs. In comparison with commercial television, educational television performers made use of verbal exchange, verbal and visual humor in about the same proportions. In the use of humor, it was found that educational television exceeded commercial educational programs.

7. Opening - closing format: In seeming denial of stereotypes held regarding educational television production, we found that educational programs, whether on commercial or educational channels, appear to be equally aware of the conventional devices for the opening and closing of programs. For example the "hook", which might well be thought of by some as the exclusive property of the commercial production was found to be used in three

of the educational television programs and also in three of the commercial educational productions. Educational programs, whether on the educational channel or the commercial one, made use of such devices as the super, the crawl, music, and music and announcer combinations.

In general we found that the techniques did not fit what might be called the "stereotyped" conception of what educational television production is like. The educational television productions viewed made use of various techniques and devices which were also characteristic of commercial television productions and they utilized these in much the same way as commercial television productions might have used them. However, in getting at the second major question of this study, that of a direct comparison of educational and commercial television, we found a difference between the two forms of television not so much in the kind of techniques used, but in the frequency of that use. The pattern which evolves from our analysis is that if commercial television made use of the technique, they used it more and to a greater extent than did educational television. If one wished to generalize from this, it might be possible to say that in general commercial television tended to be more "dynamic" in production than did educational television.

PART V

Some Generalizations

All of the materials presented in Part Four of this Report constitute the formal findings and conclusions drawn from our various studies completed as part of the Project. Because of this, it is unnecessary to repeat those conclusions here. However, one does not study a subject for four years without forming some generalizations about the topic. It would seem fitting to conclude this Final Report with a list of these. Each of them is, of course, based upon our data -- but in addition, they represent the speculations, conversations, and opinions of the men who worked together in attempting to understand the nature of resistances to educational television.

1. The family itself may be the greatest barrier to the full use of educational television.

Much of our data indicates that family conflict over the television set may be one of the great American problems of the future. Competition, either between children and/or adults, seems to be a characteristic of the use of the machine. Even under optimum conditions, if there is a resister in the house the possibility of conflict can be so threatening that even the potential fan may avoid making a bid for his program. The basic patterns of American family life seem to resist change -- if educational television is seen as an innovation, as our evidence tends to indicate, then ETV may well be rejected without trial.

2. Audiences tend to see television as a source of entertainment, and not as a conveyor of education.

In many ways our respondents told us they thought educational television was generally dull, uninteresting, stiff, formal and just not much fun. Although there is evidence they tried to cover their real feeling out of deference to our university connection, they gave ample evidence commercial television was generally much more attractive to them. The audience demonstrated a kind of confusion and disturbance over the educational station since it did not look like (they said) the rest of the stations they could receive. They gave us evidence that they felt they were getting "educated" from watching television generally, and that the educational station was something too much like school for their tastes.

3. Most people feel they should pay lip service to educational television but relatively few will watch it.

Like the flag and mother, there are certain things in the culture which one does not readily criticize. We find considerable evidence that educational television has become one of these. It was the rare respondent who would damn educational television out-of-hand, but it was equally rare to find one who really could be identified as a "Fan". In fact, there is evidence to suggest that in some cases genuine viewers "dropped from the fold" when they found out that what they were enjoying was called "educational television".

4. Those who do view educational television seem interested in acquiring facts rather than in developing values.

We found the ETV viewer to be characterized by a "serious" purpose, presumably because the business of learning is a "serious matter". What this seems to mean in terms of expected programming is that programs must offer facts (and not just be a matter of enrichment or development of "culture"), in order to satisfy the potential viewer. In general, we found that ETV "Fans" sought what they called the "factual" program in all of their television viewing. With this in mind, one is inclined to ask if we may not be alienating audiences in considering educational television as a cultural force in the land.

5. Television viewers hold stereotyped views of what educational television is really like.

In spite of the fact that most of our respondents had never seen educational television (as we defined it in the Project studies) most of them were quite willing to indicate that it was different in many ways from commercial television. The facts seem to be contrary; the stereotype of educational television being characterized by a single male figure lecturing to the camera is not true. As far as production goes, ETV is more like commercial television than the classroom.

6. In spite of the size of the problem, it is possible to increase the educational television audience.

We were encouraged to find that persuasive letters and newspaper information will keep the audience viewing the educational station. In our studies we did not actually succeed in increasing audiences as much as keeping them from shrinking, but it would seem safe to say these techniques are available with which present audiences could be enlarged.

We have offered to the reader six generalizations based upon our pioneering study of the resistance to educational television. All of those associated with the Oregon Educational Television Project hope that scholars who read this Report will find in our generalizations reasons to explore for themselves this fascinating area of human behavior.